

THE AMERICAN PSYCHOLOGIST

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THE AMERICAN PSYCHOLOGIST

The Professional Journal of the American Psychological Association, Inc.

Volume 6

March, 1951

Number 3

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Editor: LYLE H. LANIER, University of Illinois. Contains critical reviews of psychological literature, methodological articles, book reviews, and discussions of controversial issues; bi-monthly.

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PSYCHOLOGICAL REVIEW

Editor: CARROLL C. PRATT, Princeton University. Contains original contributions of a theoretical nature; bi-monthly.

Subscription: \$5.00 (Foreign \$5.50). Single copies, \$1.00.

PRE-MEETING REGISTRATION FORM

By completing this form, convention badges and all registration can be finished at the time of room reservation. Call at the Registration Desk in the Sherman Hotel and pick up your badge.

Fill out the form on both sides and mail to Hotel Sherman, Clark and Randolph, Chicago, or to the Morrison Hotel, 79 W. Madison St., Chicago.

PLEASE PRINT

NAME: Mrs. _____ Mr. _____ last _____ first _____ middle _____
Miss _____

ADDRESS: _____

CITY _____ STATE _____

Please check one:

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APA ASSOCIATE _____
STUDENT AFFILIATE _____
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Fifty-Ninth Annual Meeting
Chicago, Illinois, Aug. 31-Sept. 5, 1951
AMERICAN PSYCHOLOGICAL ASSOCIATION

(over)

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Indiana University
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Division 12. Division of Clinical and Abnormal Psychology

Dr. Samuel J. Beck
5236 S. Greenwood Avenue
Chicago 15, Illinois

Division 13. Division of Consulting Psychology

Dr. Marie Skodak
Personnel Counseling Service
124 West First Street
Flint 3, Michigan

(Continued on page 84)

HOTEL RESERVATION APPLICATION

Mail to the Reservation Desk of the hotel of your choice. As soon as all rooms have been reserved in one hotel, later applications will be sent to the other hotel. The hotel will confirm your reservation. In most cases it will be necessary to assign two people to a room. A roommate may be assigned to you if you have not indicated someone you prefer. Two people wishing to be assigned to the same room should each send in the application and name the other person as preferred roommate.

Please reserve _____ room(s) for _____ person(s). Twin beds _____. Double beds _____.

Please reserve family room for _____ persons including _____ children aged _____.

Will arrive on _____ at _____ A.M. P.M. Will depart _____ at _____ A.M. P.M.

Name of room occupants _____ Address _____ City _____ State _____

My first choice of hotels is _____, and I desire to pay about _____ per person per day.

(cut here)

Hotel	Single Room	Double Bedroom	Twin Bedroom	Connecting Rooms, Bath Between
Sherman	\$5.00 to \$8.50	\$7.50 to \$11.50	\$9.50 to \$13.00	\$10.00 up
Morrison	\$5.00 to \$10.00	\$7.50 to \$14.00	\$9.00 to \$14.00	None

Division Program Chairmen (*continued from page 83*)

Division 14. Division of Industrial and Business Psychology Division 19. Division of Military Psychology

Dr. Milton L. Blum
Department of Psychology
School of Business
City College of New York
17 Lexington Avenue
New York 10, New York

Dr. Steuart H. Britt
McCann-Erickson, Inc.
50 Rockefeller Plaza
New York 20, New York

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Psychometric Society

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695 Park Avenue
New York 21, New York

Division 17. Division of Counseling and Guidance

Dr. Lewis E. Drake
740 Langdon Street
Madison, Wisconsin

Committee on Audio-Visual Aids

Dr. Arthur A. Lumsdaine, Chairman
Human Resources Research Laboratories
Bolling Air Force Base
Washington 25, D. C.

Division 18. Division of Psychologists in Public Service

Dr. David J. Chesler
1020 19th Street N.W., Apt. No. 823
Washington, D. C.

CALL FOR PAPERS

FIFTY-NINTH ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Chicago, Illinois, August 31 to September 5, 1951

APA CONVENTION PROGRAM COMMITTEE

Cecil W. Mann, *Chairman*; J. McV. Hunt, *ex officio*; Donald T. Campbell, Carl P. Duncan,
Howard F. Hunt, Launor F. Carter

GENERAL INFORMATION

Headquarters: Sherman Hotel, corner Clark St., and Randolph St. All meetings will be held in the Sherman.

Hotel Reservation and Registration: The combined hotel reservation and pre-meeting registration form printed on pages 83 and 84 of this issue of the *American Psychologist* lists the two hotels which have agreed to reserve rooms for members of the APA. The other hotel in addition to the Sherman is the Morrison, 79 West Madison St., which is approximately two blocks from the Sherman. Members expecting to attend the meetings are urged to use the combined registration and room reservation form. Those who send in the pre-meeting registration form need only report to the registration desk in the lobby of the Sherman in order to pick up their convention badges. Those who do not pre-register may complete their registration upon arrival.

Deadline: In order to be assured of hotel accommodations, reservations should be made before August 1. No guarantees are possible after this date.

PARKING IN THE LOOP

Members driving to the meetings should be warned that the traffic and parking problems are unusually severe in the Loop. During the morning and afternoon rush hours it may take an hour or more to drive in from the nearest suburbs, 10 to 15 miles from the center of the city. During the day parking lots outside the Loop charge 50 to 75¢ for the first hour, and 10 to 25¢ for each additional hour. Parking inside the Loop usually runs higher. Members driving to the meetings may want to leave their cars outside the city.

OTHER LOCAL ARRANGEMENTS

Following is a list of committees on other local arrangements with the names of the committee chairmen. Members interested in matters handled by these committees are requested to communicate directly with the appropriate committee chairmen. On matters not covered by these committees, members should write to either of the co-chairmen of the general committee on local arrangements, Carl P. Duncan, Department of Psychology, Northwestern University, Evanston, Illinois, or Donald T. Campbell, Department of Psychology, University of Chicago, Chicago 37.

Exhibits: Space will be provided for exhibits directly off the mezzanine floor of the Sherman. Arrangements should be made with Frank J. Kobler, Department of Psychology, Loyola University, 820 N. Michigan Avenue, Chicago.

Meetings of Scheduled Programs: Arrangements will be made to have rooms and facilities ready for scheduled meetings, including the display of any visual aid or the projection of any film or slides used in connection with a paper. See page 88 for the regulations for films, film strips, and slides.

Information Desk: A. A. Canfield, Department of Psychology, Northwestern University. Members of this committee will have a desk in the lobby of the Sherman and will distribute information which might be of interest to members.

Directory of Members: Harry Shelley, Department of Psychology, Northwestern University. This committee will make available a visible alphabetical index of all registrants. The committee will also

make arrangements for a mail box and a bulletin board at headquarters.

Registration: Benjamin Burack, Department of Psychology, Roosevelt College, 430 South Michigan Avenue, Chicago 5. This committee will handle pre-registration and will be in charge of the registration desk at headquarters.

Special Dinners and Luncheons: George Speer, Institute for Psychological Services, 18 South Michigan Avenue, Chicago 3. Arrangement may be made as late as August 15, but the deadline for completed arrangements is April 30 if an announcement is to appear in the printed program.

Arrangements for Care of Children: Janet Taylor, Department of Psychology, Northwestern University. Members should indicate in advance if they wish arrangements made for care of children at any time during the meetings.

Recreation: Irwin Berg, Department of Psychology, Northwestern University. Information on recreation will be available at the Information Desk.

Special Arrangements or Services: Paul Greene, Student Counseling Bureau, University of Illinois, Navy Pier, Chicago. Groups wishing special arrangements such as space to hold unscheduled meetings on short notice, should ask at the Information Desk for the assistance of this committee.

Publicity: Garth Thomas, Department of Psychology, University of Chicago, Chicago 37. There will be a Press Room at headquarters where representatives of the press will inquire concerning publicity for papers. If you wish to submit your paper to the Publicity Committee, send a typed copy of the complete paper and if possible a non-technical summary no later than August 1.

CALL FOR PAPERS

The Convention Program Committee of the American Psychological Association presents this announcement of program plans and the Call for Papers. No other call for papers will be distributed. The complete program will be published in the July *American Psychologist*.

I. TYPES OF SESSIONS COMPRISING THE 1951 MEETING

A. Individual Reports of Research. Four twelve-minute papers will be scheduled for each one-hour session. Individual members who wish to participate must submit abstracts of their papers to the appropriate divisional program chairman by April 9. The list of program chairmen for the various divisions will be found on pages 83 and 84 of this issue. The abstract of a given paper may be submitted to one division only. The regulations for abstracts are given later.

B. Technical and Professional Problem Symposia. Emphasis should be placed upon specific problems rather than upon broad topics. The APA divisions are invited to propose and organize suitable two-hour symposia on technical or professional problems. Inter-division symposia are especially encouraged. The regulations for symposia are given in the following sections.

C. Addresses. The APA President will present the annual address. Addresses by divisional presidents may be arranged for by each division. The APA president-elect will arrange for invited addresses by eminent speakers in related fields.

D. Exhibits. Arrangements will be made for exhibits. Individual members are encouraged to exhibit apparatus, teaching aids, and other materials of scientific interest. Both commercial and private exhibitors should make arrangements with Frank J. Kobler, Department of Psychology, Loyola University, 820 N. Michigan Avenue, Chicago 20, Illinois indicating type of exhibit and approximate space needs.

E. Business Meetings. All groups desiring business meetings of divisions, boards, committees, etc., should make their needs (including amount of time and estimated attendance) known to the chairman of the APA Program Committee. The deadline for the receipt of such communications is April 30.

F. Film Programs. Research and instructional films and film strips will be scheduled in special sessions to be arranged by the Audio-Visual Aids Committee, Arthur Lumsdaine, Chairman. See regulations below.

G. Special Programs. Special types of programs are encouraged, such as demonstrations of psycho-

logical techniques and procedures, special interest and discussion groups, or other novel ideas which may be arranged through the divisional program chairman. Individual members may take the initiative in suggesting such programs to the appropriate divisional program committee by April 9, but preferably considerably earlier if extensive planning is necessary.

H. Special Meetings. Alumni groups and others who may desire special meetings should make their requests known to the APA Program Chairman by April 30. These should include a statement of estimated attendance, time required, and whether arrangements for luncheon or dinner are also desired.

I. Pre-Convention Sessions. The convention program committee will not take responsibility for the scheduling of sessions to be held prior to the opening of the convention on August 31. These may be listed in the program if submitted to the Program Chairman by April 30.

II. REGULATIONS FOR INDIVIDUAL REPORTS

In accordance with actions of the Council of Representatives at the annual meeting in 1949 the following rules shall be binding upon all divisions, unless special exception has been made by the APA Program Committee at the request of a particular division. If special exception to these general rules has been granted to a specific division it will be found under Section V.

A. Who May Read Papers

1. Any member of the APA (Fellow or Associate) may read a paper, provided that it has been duly accepted by the program committee of a division and placed on that division's program.

2. A non-member of the APA (member of other recognized national scientific societies, or a graduate student who is an affiliate of APA) may read a paper provided that he is sponsored by a member of the APA and provided that his qualifications and his paper are acceptable to the program committee of the division concerned. The APA member who agrees to sponsor a non-member must submit the abstract of the non-member's paper to the divisional program committee concerned, together with scientific qualifications and the name of the recognized national scientific society of which he is a

member. In the case of a graduate student who is an affiliate of the APA the letter should indicate the level of training and any other factors which might aid a divisional committee in determining fitness to present a paper. *Invited* (see below) means "acceptable"; *Sponsor* means "vouched for by." The paper of a non-member accepted for the program will be indicated in the program and in the published abstract as follows: John Brown (invited by Division x x x; Sponsor, John Doe).

3. No person may read more than one *volunteered* paper before any or all divisions.

4. Papers may not be presented by proxy. This rule may be waived in cases where the author's attendance is prevented because of his participation in national defense; provided that the Program Chairman is notified of the circumstances not later than August 1, 1951.

5. Each abstract submitted must carry the signature of the author who guarantees to present the paper.

6. Multiple authorship will be permitted; the first listed name in a multiple authorship should be that of the person who will present the paper.

7. Where multiple authorship includes a non-member, either as primary or secondary joint author, the non-member shall be subject to the stipulations of Rule 2 above.

8. Two volunteered papers which are identical or substantially equivalent may not be read at a convention, either by a single person or by different members of a team of co-workers.

9. A paper previously read at any sectional meeting may not be read at the annual meeting; this does not preclude acceptance of a paper presenting additional results on a topic concerning which a preliminary report has been made at a sectional meeting.

10. The submission to the APA or its divisions of papers whose reading would violate these rules will disqualify the author from reading any volunteered paper at the APA convention to which these papers are submitted.

B. Form of Abstracts

1. Abstracts will be typed on one side only, double spaced, and in quadruplicate on 8½" × 11" white paper. Copy the following form in typing your abstract:

TITLE OF PAPER

AUTHOR(S)

INSTITUTION(S)

If this paper is accepted and placed on the program, I promise to appear in person and deliver it unless prevented by conditions beyond my control.

CODE NO. Signed

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

CODE No.

TITLE OF PAPER:

PROBLEM:

SUBJECTS USED:

PROCEDURE:

RESULTS (OR CONCLUSIONS):

SIZE OF SLIDES, IF ANY:

This form is not intended to preclude case studies, theoretical papers, surveys, descriptions of new tests or techniques, or other suitable papers. Where these can be abstracted appropriately in terms of the outline given above, doing so will facilitate the task of evaluating abstracts. If the nature of the paper makes the outline inappropriate, it may be disregarded. Be sure, however, to follow the form given above down through the repetition of "TITLE OF PAPER"; this form is designed to facilitate removal of authors' names during evaluation and should be followed rigorously. Be sure to include space for a code number as indicated; the divisional program committee will supply identifying numbers.

2. The abstract must be limited in length to 300 words. Abstracts of greater length will not be printed in the program. The reading time of the report must not exceed 12 minutes.

3. Abstracts must not include tables or drawings.

C. Where to Send Abstracts—Deadline

1. An abstract IN QUADRUPPLICATE must be sent to one of the divisional program chairmen whose names appear on pages 83 and 84 of this issue. Do not send abstracts to the Secretary of the APA or to the APA Program Committee. Select the division which best represents the area of interest covered by the paper.

2. One need not be a member of the particular division to which he sends his abstract as long as he is a Fellow or Associate of the APA, or in the case of non-members if rules of Section II A are followed.

3. The deadline for receipt of abstracts is April 9, 1951.

III. REGULATIONS FOR SYMPOSIA

The following rules govern the consideration of symposia to be included in the program.

A. Initiation. With the exception of sessions organized by the APA Program Committee, all symposia are to be organized by the Divisions. Individual members who wish to propose a topic or detailed plans for a symposium to be sponsored by one or more divisions should write immediately to the divisional program representative as listed below. Repetition of symposia topics and speakers on successive years should be avoided unless unusual progress and development have taken place in that area in the meantime.

B. Technical Problems Only. Symposia will be considered appropriate only if the topic is sufficiently technical to insure a progressive movement of ideas during the session. It is essential that a symposium be well planned in advance with thorough exchange of views, and preferably of manuscripts, by the participants. It is urged that the number of speakers on each symposium be kept to a minimum and that the chairman assume a real responsibility for the effective coordination of the session. Inter-division symposia are especially desirable.

C. Deadlines. Suggestions for symposia, round tables, etc., must be in the hands of the divisional program chairman by April 9 and preferably earlier so that he may meet the deadline for the receipt by the APA Program Committee Chairman of completed symposia programs, including both topics and names of participants, which is April 30. Only the divisional program representative may submit the final symposia plans.

IV. REGULATIONS FOR FILMS, FILM STRIPS, AND SLIDES

As in the past, a projection room and facilities for showing of 16 mm. sound and silent films will be provided. Those desiring to present new films, film strips or other audio-visual aids (including sound recordings) should send them in finished form to Arthur Lumsdaine, Human Resources Research Laboratories, Bolling Air Force Base, Washington 25, D. C. Members desiring to request the showing of existing films should send the titles and distributors' names, indicating order of preference

if more than one film is requested. The APA Audio-Visual Aids Committee, of which Dr. Lumsdaine is chairman, will select the films to be shown and will schedule their presentation.

The deadline for the receipt by Dr. Lumsdaine of films, other audio-visual aids, and requests for film showing, is April 9. Films received after this date, but before August 1, will be considered for showing but cannot be announced by title in the printed program.

Slides do not need to be submitted in advance, though notification of their intended use must be made on the abstract. Standard lantern slides ($3\frac{1}{4}'' \times 4''$) are preferred. If $2'' \times 2''$ slides are to be used this must be stated on the abstract. Those using $2'' \times 2''$ slides should check well in advance of the session to be sure that a projector is available at that time; to be on the safe side such a projector should be brought along if possible.

V. SPECIAL DIVISION RULES

All the divisions except the Division of Personality and Social Psychology will use the general APA rules.

Division of Personality and Social Psychology. This division requires that the following additional statement be submitted with each abstract: "The research described in this abstract and the necessary statistical computations have been completed."

VI. DIVISION PROGRAM CHAIRMEN

In order to facilitate the work of the APA Convention Program Committee it is requested that all division program material (papers and symposia), requests for meetings, etc., be submitted to the APA Program Chairman by *one* divisional representative, preferably the Divisional Program Chairman.

VII. DEADLINES

- April 9 Abstracts must be in the hands of division program chairmen (see pages 83 and 84).
- April 9 Films, etc., must be in the hands of Dr. Lumsdaine, Chairman, Audio-Visual Aids Committee.
- April 9 Suggestions for symposia and special programs must be in the hands of division program chairmen (do this much earlier if possible).
- April 30 Requests for business meetings and special alumni or other group meetings should be made to APA Program Chairman.
- April 30 Completed divisional programs of individual research reports, symposia programs, etc., must be in the hands of APA Program Chairman.

*Manuscripts received January 10 and
January 18, 1951*

FIELDS OF PSYCHOLOGY AND THEIR IMPLICATIONS FOR PRACTICE AND TRAINING

APA COMMITTEE ON INTRAPROFESSIONAL RELATIONSHIPS IN PSYCHOLOGY¹

THE Committee on Intraprofessional Relationships in Psychology has been exploring the various fields of psychology. Here presented is a brief analysis of the problem together with certain suggestions and recommendations which bear on practice, training, licensure and diplomate status. It is hoped that the membership of the APA will consider and discuss the statement and make their reactions known to the Committee. Decisions reached by the APA will have considerable influence on the future developments in psychology and the relation of psychology to other sciences and fields of practice.

In examining the fields of psychological practice it seemed wise to consider trends and the probable future responsibilities and functions of psychologists, rather than to use present status solely as a basis of recommendations.

RESPONSIBILITIES OF PSYCHOLOGISTS

It appeared to the Committee that each psychologist, whether or not in the applied field has at least three major responsibilities. They are:

1. Responsibility for furthering the scientific and professional development of himself, the field of psychology he represents, and the science in general. These responsibilities are reflected in research and in collaboration with colleagues for the betterment of psychology as a science and as a profession. The responsibility of making progress in the

field of psychology exacts a toll and price in that new developments produce obsolescence within a profession, a phenomenon which the profession has a responsibility to overcome by predoctoral and postdoctoral training for those actively working in the field.

2. Responsibility for furthering the understanding and effective use of psychological principles generally, both in other professions and in the general public. There is a wide range of use both wise and unwise of psychological techniques and concepts by other professional groups. The APA and its members individually need further to explore methods of implementing their responsibility for the wider use and application of psychological techniques through such efforts as joint professional meetings, publications in journals of related fields, joint committees, and overlapping memberships among organizations.

3. Responsibility for understanding relevant requirements of the setting in which the psychologist works and the relationship of his work to those of his colleagues in other professions and pursuits. This responsibility has a bearing on the content and emphasis of pre-training work experience, internships, joint appointments in universities and interdisciplinary research teams.

The psychologist in professional practice shares the foregoing responsibilities with all psychologists and in addition he applies the principles, techniques, and knowledges of psychology to the needs and requirements of individuals, groups, and organizations. In his professional practice he is involved, to various degrees, with the maintenance and improvement of effective living and with the prevention and alleviation of inadequate or mal-adjusted behavior.

DESCRIBING FIELDS OF PROFESSIONAL PSYCHOLOGY

The Committee explored a number of criteria for describing and differentiating the several fields of professional psychology. These included:

¹ The Committee on Intraprofessional Relationships in Psychology was appointed by the Council of Representatives to propose definitions and functions, and to consider relationships of areas of professional practice in psychology. Members of the Committee were appointed from a panel nominated by the Divisions of Clinical and Abnormal, Counseling and Guidance, School Psychologists and Industrial and Business Psychology and by the Committee on the Relations of Psychology to Psychiatry, the Committee on Licensure of the Conference of State Societies, and the American Board of Examiners in Professional Psychology. Members include: Edward S. Bordin, Angus Campbell, Harold M. Hildreth, William McGehee, James G. Miller, Milton A. Saffir, Edmund G. Williamson and Carroll L. Shartle, chairman.

Level	FUNCTION
Function	Type of Activity
Theoretical orientation	15. Study
Content of field of interest	16. Practice
Locale of practice	17. Research 18. Teaching 19. Administration 20. Combined functions
In Table 1 these classifications and their subgroupings are shown in a <i>Classification Chart</i> .	<i>Specific Skill</i>
It is possible to give a professional description of any psychologist by selecting the proper descriptive category in each part of the five major dimensions of the above plan. Level is distinguished either by various institutional titles (numbers 1 through 11) or by levels of membership in state and national psychological organizations (numbers 12 through 14). The wording of several of the titles now seems unsatisfactory to the Committee and has been marked with asterisks. The Committee welcomes any suggestions which may be made as to appropriate words which could become terms indigenous to the psychological field, to express these ideas more effectively. Indeed readers are requested to suggest more appropriate terms for any of those employed in the above plan, whether marked with asterisks or not.	21. Diagnosis 1. Individual 2. Group 22. Counseling 1. Individual 2. Group 23. Adjustment (Diagnosis and Counseling) 1. Individual 2. Group 24. Selection and placement 25. Behavior observation and analysis* 1. Individual 2. Group 26. Methodology and measurement technique development*
	THEORETICAL ORIENTATION
	27. Adlerian 28. Client-centered 29. Hullian 30. Lewinian 31. Psychoanalytic 32. Tolmanian 33. Other 34. Eclectic
	CONTENT OF FIELD OF INTEREST
	Basic Theory 35. Methodology and measurement 36. Physiological 37. Personological 38. Social 39. Combined content areas
	Application
	LOCALE
	Type of Institution
	I. Educational 40. School 41. College or University 42. Industrial 43. Governmental 44. Medical 45. Community agency 46. Private practice 47. Combined locales
	Specific Location
	48 ff. (Institutional name and geographical location)

TABLE 1
Classification Chart

LEVEL	
<i>Institutional Title</i>	
I. Trainee	
A. Academic	
1. Undergraduate student	
2. Graduate student	
3. Postdoctoral student	
B. In Service	
4. Practicum student*	
5. Clerk*	
6. Intern; extern*	
II. Staff member	
A. Assistant	
7. Psychological service worker	
B. Independent	
8. Journeyman*	
9. Supervising psychologist*	
10. Program chief*	
III. Combined status	
11. Combination of two or more of above	
<i>Professional Organization Title</i>	
12. Affiliate	
13. Associate	
14. Fellow (or Diplomate)	

Function can be described in terms of both the general type of activity—practice, research, teaching, or administration (numbers 15 through 20)—or in terms of specific skills (numbers 21 through 26). (“Counseling” is used in the chart as a term including all psychotherapeutic activity.)

Although the eventual goal of psychological science is to eliminate theoretical differences and to achieve agreement on a final substrate of accepted principles concerning personality and behavior, at present differences in theoretical orientation are marked. They frequently serve as important means of differentiating individual psychologists (numbers 27 through 34). Theoretical differences are likely to be most significant parameters for change in coming years and consequently should be made explicit. It would seem that certain administrative problems in the profession arise directly from such—often implicit and unexpressed—theoretical differences.

The content of the area of interest of a psychologist is important in categorizing him (numbers 35 through 39). Aside from methodology itself as a field of concern, three primary areas—physiological, personological, and social—appear to exist. These three can each be subdivided in various ways—animal, child, adult, for instance. Each of these subdivisions, furthermore, can be divided into normal and abnormal, and these still further into specific problem areas like religious behavior, aesthetics, or even into more delimited problems. To the left of this part of the chart a line leading from basic theory to application is drawn, to indicate that this is an important parameter along which individuals differ in content interest. In general, the more delimited the problem area, the less likely are large generalizations to arise from work in it, and consequently the less basic it usually is.

The locale or work setting of psychological practice may be described in terms of the type of institution (numbers 40 through 47) and in terms of specific geographical location (numbers 48 ff.). The work setting appears to be an important factor in any description of fields of psychological practice. Moreover, the work locale has implications for training and internship not only with respect to the psychological principles and techniques applied, but also in the relations of the psychologist to other professions, to types of individual clients, and to characteristics of organizations served.

If a person were to wish to describe himself fully, he could do so in terms of each of the eight pa-

rameters under the five main categories in the above chart. For example: “I am a program chief and APA fellow doing administration work in individual adjustment with a psychoanalytic orientation concerned with combined content areas in a medical setting at X Agency.” Or, “I am a graduate student and APA affiliate studying selection and placement with an eclectic orientation with primary interest in methodology, at Y University.”

A briefer self-description might be made only in terms of function and locale, perhaps the most important parameters. For example: “I am teaching counseling at Z University,” or, “I am doing research in behavior observation and analysis in industrial psychology at Q.”

Perhaps the reader would wish to make such a description of himself and his friends.

Classifications of members in the APA directory might be in this fashion. A professional career in psychology might be written in terms of changes from one point to another on these eight parameters with the passage of time.

Divisions of the APA or other psychological groups are presently organized in terms of one or more of these parameters: ABPP diplomates in terms of level; the Division of Counseling and Guidance in terms of function; informal group meetings at the time of APA conventions like the Lewinian and client-centered and psychoanalytic, in terms of theoretical orientation; symposia and divisions like those on Childhood, Aesthetics, Maturity and Old Age in terms of content; the Divisions of Industrial and Business Psychology, Military Psychology, and School Psychologists in terms of locale, and state and local societies in terms of specific locale.

More systematic organization of the field might be considered in terms of these parameters. Perhaps it would be desirable to organize divisions only on functional or locale (type of institution) parameters, and give such divisions representatives to the APA Council. Interest groups on other parameters—supervising psychologists, those interested in psychodiagnostics, Hull’s theories, or in gerontology—might be more informally organized, without votes, but encouraged to develop freely, disappearing when interest lagged.

An APA member then might choose one or more functional and one or more locale divisions which fit his interests and work most closely, and as many more informal interest groups as desired.

The chart gives an opportunity for seeing what are the logical potential groupings of psychologists, what are now being stressed, and what are neglected.

The Committee notes the increase in number and variety of work locales of psychological practice. Psychologists have branched into new fields of application. Industrial psychologists have entered government service, some clinical psychologists have gone into industry, and social psychologists have entered industry, government, and education. This "migratory behavior" seems likely to continue and points to the probable decrease in barriers among professional fields in terms of concepts, techniques, and research methods. This movement may call for a redefinition of fields of psychology. This expansion has also resulted in increased exchange of concepts and techniques with contiguous professions including psychiatrists, sociologists, anthropologists, educators and engineers.

SUGGESTIONS AND RECOMMENDATIONS

A common core of theory, concepts, and research design and methods has become in many universities a part of the basic training of all graduate students in psychology at the PhD level. It would appear that the trend will continue and should be encouraged since it is this core which gives psychology a professional unity. Specialized needs may be met by specialized courses, courses in contiguous fields, supervised intern types of experience and postdoctoral training programs.

The Committee assumes that the PhD degree is required for full responsibility in professional psychological service in all areas of practice. The Committee realizes that many persons with less than the PhD will be performing many psychological services in an effective manner. Such associated workers, psychological examiners, educational and vocational counselors, social science engineers and school psychological examiners will not need the full course core of psychological training. They will need, however, some basic courses as well as the training necessary for their own specialized function. The Committee recognizes that a partial or incompletely completed PhD program is not suitable training for these functions. Such programs should be specifically planned to meet the performance requirements and should be continually evaluated and revised as necessary. These graduate programs may

be of one or two years' length according to the needs of the specific function. Graduates should be recognized by appropriate professional degrees or other credentials.

The Committee finds at the professional level considerable overlapping of functions of the specialties of clinical psychology, counseling and guidance, and school psychology. It is recommended that the PhD-level training in school psychology and counseling and guidance be evaluated along with clinical training programs. This will require a reorganization and renaming of the Committee on Training in Clinical Psychology.

In regard to the award of the diploma by the ABEPP, it is recommended that no change be made at this time. A study of the ABEPP diplomas indicates that they are divided on a basis more marked by traditional alignments than logical ones. It is suggested that at an appropriate time they be divided by locale or by function. Perhaps locale is the best way to protect the public, but in general it would appear that the most dynamic parameter for formal organizations or distinctions is the functional. The Committee has given consideration to the awarding of two diplomas. One field is characterized by clinical, counseling and guidance, and school psychology. The functions include diagnosis, counseling, therapy and the readjustment of the individual. The second field includes industrial, social, and educational psychology. The functions are concerned with the study of individuals as members of groups or segments in our society.

In regard to licensure the committee recommends that there be no differentiation as to field at the full professional level. At less than the PhD-level licensing by specialty should be the goal.

The Committee is concerned with the certification and employment standards in psychology by state departments of education and other governmental and community agencies. In many instances these standards are lower than minimum suitable requirements. It is recommended that the APA, the state societies, and industrial psychologists continue their efforts to establish appropriate levels for the professional psychologist and the psychological workers at less than the full professional level.

Manuscript received January 17, 1951

Comment

Basic Research under ONR

To the Editor:

I am enclosing a copy of a letter written by Admiral T. A. Solberg to the *Washington Post*. It was written in reply to an editorial which appeared in the *Post* concerning the National Science Foundation on 12 November, 1950.

There have been rumors that all basic research is to be stopped or replaced by applied research, and a number of our contractors have written with some trepidation concerning the future of their projects. This letter clearly states the position this office has maintained with regard to the conduct of basic research.

JOHN W. MACMILLAN
Director, Human Resources Division, ONR

"Science Foundation"

The Office of Naval Research agrees with the *Washington Post* editorial "Science Foundation" of November 12, in its appreciation of the need for a sound national science policy which will foster research in all fields, including part of scientific manpower. We, too, are looking forward towards the active participation of the National Science Foundation in such a strong program.

The editorial, however, is in error when it states that "the accent in military programs is always on applied research, whereas so-called pure and basic research is the fuel of later application." The Office of Naval Research (ONR) has been designated by Congress and the Navy to conduct pure and basic research in broad fields in physical and medical science of Navy interest. At present, ONR is administering a contract-research program in over 200 university and industrial laboratories on over 1,200 projects.

Many of the best-known scientists in the country are receiving support in this work. It should be noted,

furthermore, that a very large portion of the basic physical research in the United States is being supported by this office, and that many of the scientists just named on the board of the National Science Foundation are participants of the ONR setup.

Almost 90 per cent of the ONR contracts are in basic research with no "applied" strings attached, for the Navy is fully aware that a sound basic research policy is the foundation of later developments on the applied side. Most of our projects come in as research proposals originating with the individual scientist. These projects are selected and supported within the limitations of the budget and the policies of ONR. The scientific investigator is then given full freedom to follow his own bent in completing his work. ONR feels that such projects pay off in basic scientific data and new techniques which can then be analyzed and applied to Navy needs.

ONR is happy to see the National Science Foundation come into being as an active force in the national science picture. We feel that our five years of experience in administering basic research will be valuable as a guide to policies of the foundation. But Government sponsorship of pure research is not entirely new. The other services also have programs in fundamental research and an excellent exchange of information exists so that each service can utilize the work of the others.

Attention also is invited to the fact that most of our research is unclassified and is made available to universities, industry, and other interested agencies, in the same manner as no doubt the work of the National Science Foundation will be made available. Thus, it can be seen that since the war, basic research has had considerable support which has filled in the gap awaiting the establishment of the National Science Foundation.

T. A. SOLBERG,
Rear Admiral, USN,
Chief of Naval Research



HAROLD SEASHORE

Vice-president and Director, Test Division, The Psychological Corporation

Policy and Planning Board, American Psychological Association

Across the Secretary's Desk

NON-SPECIFIC NOTES ON SELECTIVE SERVICE AND ON PSYCHOLOGISTS WITH RESERVE COMMISSIONS

For various reasons it is not now possible to publish information of a very definite or helpful sort concerning the concrete future of those psychologists who are currently face-to-face with Selective Service or who are enrolled as Reservists in one of the military programs. Nobody now knows much about such matters. And what they do know, as well as what they think, is not always available for appearance in print.

We will know a good deal more about psychologists in the emergency when the great debate on manpower resolves itself into crystallized law. People in Washington who *sound like* they know what they are talking about expect revised Selective Service legislation to be passed by April or May. They also expect that Selective Service, perhaps at an earlier date, will make revised rulings about the fate of present students between the ages of 19 and 26. Informed people think there is a good chance that all present graduate students in good standing will be deferred, and that undergraduate deferments will be handled in approximate accordance with the system described by Lowell Kelly in this space in November 1950.

I have been unable to learn of any current plans to call to active duty large numbers of psychologists holding Reserve commissions. This is, however, not wholly trustworthy evidence that such plans are not in existence or in the making. Those psychologists who hold Reserve commissions with other than psychological designations will be called according to their non-psychological labels. It is possible, however, for such people to have their military classification changed. Such change of classification is not easy, for the military is hesitant to lose a good tank man or communication officer or aviator. Any psychologist who wants his classification changed should seek relevant information at his nearest Army or Air Force Area Command Headquarters or at the headquarters for his Naval District.

At a very general level, the chances appear good that throughout the emergency psychologically trained people will be assigned to psychological work in the military establishment. And the

chances that psychological work in the military will be performed by psychologically trained people are also good. There will inevitably be a few slips and exceptions, but on both counts most knowledgeable people will agree that the present situation is much better than that maintaining in World War II.

At all levels of manpower planning in the Federal Government there appears an encouraging awareness of the necessity for prudent use of specially trained people. More than ever before, scientists and educators themselves are participating in the making of national manpower policy. Policies affecting scientists and scientists-in-the-making are not yet clear, but there seem to be grounds for expecting that the policies will be of a sort that most scientists will consider wise.

There is little or nothing in the above paragraphs that will help any individual psychologist who is face-to-face with Selective Service or who is uncertain about the time his Reserve commission will be activated. Such people, if they are unstructured about their future, are invited to write to this office stating their individual problems. We will try to give them the latest and best information we can get.

A NATIONAL ROSTER OF PSYCHOLOGICAL PERSONNEL

At its meeting in September 1950 the Council of Representatives authorized the Executive Secretary to proceed with the necessary arrangements for the development of a national roster of psychological personnel. The Executive Secretary has proceeded.

Some time after March 10—shortly after, I hope—each member of the APA will receive from this office a composite questionnaire designed to elicit information for (a) the construction of a national roster, (b) the compilation of the 1951 biographical directory and (c) the guidance of the officers of the Association with respect to certain policy matters. Each Affiliate of the Association will receive a less extensive questionnaire asking for information of relevance for the roster.

The precise form of the questionnaire and the date for its mailing will be determined by the extent and manner of our collaboration with the National Scientific Register, the Federal agency now in the process of putting together a science-wide

roster. If some technical and administrative problems can be quickly settled, we will mail from this office the questionnaire designed by the National Scientific Register plus a supplement that will elicit additional information needed for the 1951 directory and for other purposes. Such an arrangement will avoid duplication and will save APA members a good deal of time.

If collaboration with the NSR cannot result in the early mailing of the composite instrument described above, the APA will go ahead with the development of its own roster. We will plan future collaboration in every feasible way with the National Register, but because of the immediate and relatively urgent need for roster-like information in our own field, we will go ahead quickly on our own.

In anticipation of the possibility that we would want our own roster before the NSR is prepared to initiate the psychology section of theirs, and in an effort to avoid duplication of questionnaires, we have developed a supplement to the usual directory-oriented instrument. This supplement includes questions of relevance for a national roster and other questions intended to secure facts of general significance for American psychology—in the emergency and beyond. This supplement has been checked by the members of the Board of Directors and by the chairmen of all major APA committees. It has been pre-tested on a number of psychologists in and near Washington. It is now ready to go, and we will mail it soon if the combined National Register-APA instrument does not prove feasible.

Whatever the final form of the questionnaire, we plan perhaps by summer to have in this office for each member and affiliate of the APA an IBM card loaded with information. It is easy to see the immediate and tremendous value of such information about American psychology and American psychologists. We are already faced with the necessity of marshalling the resources of our field and of taking steps to see that our resources are used at their best. The results from either form of the questionnaire will tell us with considerable clarity what our resources are and how they are currently being expended. We can make good estimates of what our strong and weak points are and will be next year or the year after. We will know, for example, how many people are competent at what level in the area of perception or test development or audition or human engineering or projective techniques.

Such information, when combined with realistic information about the present and future demands for psychological research or psychological services, will give us sound basis for intelligent plans about ourselves. (In the final stages of planning is another APA project to gather information that will make possible a reasonable estimate of present and future *demands* upon psychology by the military, the government and others.)

In addition to facts of immediate significance for the problem of supply-and-demand and other aspects of the emergency, the planned procedure will make efficiently available many other very interesting—and probably useful—facts about American psychology. For example, we will have complete and up-to-date facts about what sorts of psychologists have what sorts of incomes. We will know how many psychologists are engaged in private practice. We will know how many APA members have the PhD and how many plan to get it. And we will get clear cues as to what can be done to make APA a more satisfying organization to more of its members.

A final usefulness of this procedure is that it can furnish the basis for the functioning of something like the World War II Office of Psychological Personnel. If the emergency intensifies—or if it just continues—we may need to establish here in Washington a mechanism to sit between American psychology on one hand and the military and governmental agencies on the other and carry out fact-finding, communicating, participating, facilitating, advising, and personnel-placing functions. The Central Office, of course, continually performs these functions, but as the emergency becomes more stringent these functions will need to be fulfilled at a greatly increased level of activity. The data from either of the composite questionnaires will give us the foundation for this sort of operation and will represent one sure and solid area of preparedness for whatever may come.

These paragraphs will help inform APA members of some of the things that go on here in the Central Office. I suppose, however, that the real motivation in writing them is a desire to persuade people to fill out the forthcoming instrument with dispatch and with as much good humor as can be summoned in the face of the demanding and sometimes frustrating chore of completing a questionnaire.

FILLMORE H. SANFORD

Psychological Notes and News

Stevenson Smith died on November 26, 1950, at the age of 67. He served as head of the department of psychology of the University of Washington from 1919 to 1948, and as director of the university's child study clinic since 1911.

Vernon Scheidt died of a heart ailment on January 18, 1951 at the age of 46. He was vice-president of Waverly Press.

C. Harold McCully, a former branch area advisement chief, has been appointed director of the VA Advisement and Guidance Service. E. G. Williamson, chairman, Daniel Feder and Donald E. Super have been appointed as a committee to work with the Advisement and Guidance Service in recommending methods and procedures in the counseling of veterans.

Two million World War II veterans have used this vocational counseling service.

Joseph Weitz, formerly associate professor of psychology at the Carnegie Institute of Technology, has accepted the position of research associate with the Life Insurance Management Association in Hartford, Connecticut.

Seymour W. Beardsley was appointed Educational Adviser for Higher Education with the American Military Government in Germany, under the United States State Department. He has been granted a leave of absence from Polytechnic Institute of Brooklyn for the duration of his service in Germany.

Alexander Morrison was appointed director of the Vocational Consulting and Testing Division of Polytechnic Institute.

R. M. Ogden is teaching during the spring semester at the junior college of the Telluride Association, Deep Springs, California.

Raymond A. Bauer has been field director of the Harvard Refugee Interview Project in Munich, Germany, since September 1, 1950. **Ivan D. London** has been named field director of the Project in New York City.

Robert H. Seashore, chairman of the department of psychology at Northwestern, is now at the School of Aviation Medicine, Randolph Air Force Base, where he will remain until April while working on a research project for the Air Force.

Anne Roe has resigned as secretary of the Division of Clinical and Abnormal Psychology, effective May 1, 1951. The Executive Committee of the Division has appointed **Harry V. McNeill**, the present associate secretary, as secretary-treasurer until the next election. He will use the same address at 36 Veranda Place, Brooklyn 2, New York.

Dr. Roe wrote in the Newsletter of Division 12: "An unforeseen development makes it possible for me to go abroad from May until August, world conditions permitting, and then to spend the winter of 1951-52 in my summer home in New Mexico doing some writing. . . . It would not be possible to carry on the work with any degree of efficiency. I resign with great regret. . . ."

Robert B. MacLeod is a member of an expedition of five social scientists representing a variety of fields who will spend the spring in Uganda, Kenya, and Taganyika. The expedition is operating under the Institute of International Education and is financed by a grant from the Carnegie Corporation. The group will make a preliminary survey of some of the social problems in East Africa, with a view to the later formulation of a more comprehensive research program.

Leo J. Hanvik has been appointed chief clinical psychologist at the Washburn Memorial Clinic and clinical instructor in psychology, Department of Psychiatry and Neurology, University of Minnesota Medical School. Dr. Hanvik was previously an associate professor at Colorado A. & M. College.

Lt. Colonel Jerome G. Sacks has transferred from the Office of the Surgeon General to be chief of the Research Branch, Office of the Chief of Psychological Warfare, Office of the Chief of Staff, Department of the Army.

The Department of Philosophy and Psychology, University of Tennessee, announced that **James M. Porter**, formerly of Rensselaer Poly-

technic Institute, has joined the staff at the rank of professor. Other members of the psychology staff are Edward E. Cureton, professor and department head; T. Ernest Newland, professor and director of the Psychological Clinic; E. Ohmer Milton, associate professor; William Coleman, Lawrence S. McGaughran, and Ernest Furchtgott, assistant professors; and Edward B. Lewis, Raymond R. Shrader, and Gerald Whitlock, instructors.

Rohrer, Hibler & Reogle announce the appointment of Kenneth W. Vaughn to their New York office; and David K. Spelt, formerly of Muhlenberg College, to their Chicago office. Homer G. Wood is on leave of absence while with a government agency.

Where do people go for help when they have mental or emotional difficulties? Some new light on this question was given in a report at the Conference of State and Territorial Health Officers of the National Institute of Mental Health by John Clausen. His report was based on a public opinion poll recently made in Phoenix, Arizona, under an NIMH grant, by the Survey Research Center of the University of Michigan, as summarized in the January 1951 *Progress Report* of the National Institute of Mental Health.

The survey was undertaken as part of the program of the Phoenix Mental Health Center, a field research station of the NIMH. Interviews were conducted with 500 adults, selected at random from households in five areas of Phoenix and representing almost the entire socio-economic range of the city's white population.

Only for serious psychiatric disorders would any large proportion of those interviewed go to a psychiatrist. Only one-third would themselves be willing to visit a psychiatrist, although a considerably larger proportion apparently recognized that a psychiatrist would be the appropriate person to consult for what they described as "mental problems" or "nervous disorders." For advice on marital, child behavior and other problems, people said they would be likely to consult clergymen rather than family doctors or psychiatrists. Even if faced with difficulties in sexual adjustment in marriage, advice would probably be sought from a clergyman rather than a physician.

Less than half of these people knew that Phoenix has services to help children with emotional or be-

havior difficulties. Knowledge of these services was most common among the people with the highest income but with the fewest children. Less than one-third of those interviewed knew that the city has services or agencies to help deal with marriage problems.

The complete report will be issued in a few months by the Survey Research Center of the University of Michigan.

The Committee on Post-Doctoral Training of the Division of Abnormal and Clinical Psychology announces its Post-Doctoral Institute for 1951. Four courses will be given, as follows:

O. HOBART MOWRER. *Personality and Methods of Psychotherapy*

RAYMOND B. CATTELL. *Personality Theory and Methods of Personality Appraisal*

DONALD W. MACKINNON. *Research and Personality Theory*

MAX L. HUTT. *Short-Term Adult Psychotherapy*

The Institute will be held at the Allerton Estate near Monticello, Illinois, for eight days, August 22 to 29, inclusive, preceding the American Psychological Association meetings. Each course will be limited to 12 participants and will meet morning and afternoon. Tuition is \$50. The courses are open to members of the other Divisions but not to any individuals engaging in graduate study for an advanced degree. Interested individuals may refer to the Division of Clinical and Abnormal Psychology Newsletter, January, 1951, for further information.

Copies of the Newsletter announcement and application blanks may be obtained from Julian B. Rotter, Chairman, Post-Doctoral Training Committee, Psychological Clinic, Ohio State University, Columbus 10, Ohio.

The American Board of Examiners in Professional Psychology administered its first written examination in October, 1949 to 53 eligible candidates, of whom 40 were judged to have performed satisfactorily. This first written examination, covering a two-day period, was assembled with the assistance of many psychologists, either in contribution to item pools or in reading and evaluating responses to essay questions. The Board has previously expressed its appreciation of the services of those people who assisted in the preparation of this examination; it wishes now to acknowledge its indebtedness to the following psychologists who

served as readers for essay questions in the field of clinical psychology: Robert E. Harris, Starke R. Hathaway, William A. Hunt, Isabelle V. Kendig, Eliot H. Rodnick, Anne Roe, R. Nevitt Sanford, Frederic L. Wells, and Robert W. White; in the field of counseling and guidance: Donald E. Super, Leona E. Tyler, Cornelia De Camp Williams, and C. Gilbert Wrenn; in the field of industrial psychology: Albert D. Freiberg, Stephen Habbe, Bruce V. Moore, Donald G. Paterson, and Richard S. Uhrbrock.

In November 1950, the Board undertook to give its first oral examination in Chicago and 25 of the 40 candidates who had qualified on the earlier written examination reported for the November oral.

The oral examining system required three-man examining teams for each of a four-part oral, covering the following areas: (1) diagnosis or evaluation (the definition of the professional psychologist's problem); (2) therapy and/or recommendations (how to solve the professional problem); (3) skill in the interpretation and use of research findings (what valid knowledge exists about the problem); (4) organization and administrative problems of professional psychology (what are the conditions of professional practice).

On the basis of individual reports from the oral examiners, the Board then met and reviewed the entire file of information on each candidate to arrive at a final decision.

Again the Board is deeply indebted to the following diplomates who served as members of examining teams for this first oral examination schedule: in clinical: Arthur L. Benton, Hedda Bolgar, Roy Brener, Robert C. Challman, Erika Fromm, Ward C. Halstead, Starke R. Hathaway, Max L. Hutt, E. Lowell Kelly, Isabelle V. Kendig, Donald B. Lindsley, O. Hobart Mowrer, Thomas W. Richards, Saul Rosenzweig, Robert I. Watson, and Milton Wexler; in counseling and guidance: Edward S. Bordin, Lewis E. Drake, Frank M. Fletcher, Jr., and C. Gilbert Wrenn; in industrial: Clifford E. Jurgensen, Jay L. Otis, Harold C. Taylor, and Richard S. Uhrbrock.

As a result of these examinations and review procedures, the American Board of Examiners in Professional Psychology is pleased to announce the award of its diplomas to the following 15 candidates who have satisfactorily completed both written and oral examinations, in addition to all other requirements of training, experience, and endorsements:

CLINICAL

Howard F. Hunt	James G. Miller
Mary Grier (Jacques)	Julian H. Pathman
Seymour G. Klebanoff	Alan K. Rosenwald
Frank J. Kobler	J. Warren Thiesen
Boyd R. McCandless	Elizabeth B. Wolf

COUNSELING AND GUIDANCE

Ralph F. Berdie	Nathan Kohn, Jr.
Irwin A. Berg	Harold B. Pepinsky

INDUSTRIAL

Raymond A. Katzell

from JOHN G. DARLEY,
Secretary, ABEPP

Corrections should be made in the 1950 Directory as follows:

Page 21. Dr. P. S. de Q. Cabot. Add *Dipl-Clin.*
Dr. Cabot is correctly listed among the Diplomates in the back of the book.

Page 149. Mr. Herman R. Weiss. Change *PhD*
50 to *MA 36*.

Back Order Department for 1950. The best customers by states were New York, Massachusetts, Illinois, and California, in that rank, with Pennsylvania and Ohio close behind. There was only one order all year from Wyoming, and none from Nevada; the fewest orders otherwise came from Arkansas, Idaho, Maine, Montana, and South Dakota. The most orders came from libraries, bookstores, subscription agents, college departments, professors, students, and business firms, in the rank given.

Canadian orders are many, chiefly to libraries, and are treated as if they were U. S. or U. S. possessions' orders.

Foreign orders are more complicated. We must send a pro-forma invoice, and shipment is not made until receipt of payment in U. S. funds. English booksellers must file an application with the Bank of England for the purchase of dollars, the exact amount of our invoices. H. K. Lewis & Company of London lead all the other foreign firms in our files. Orders from England are about four times as heavy as orders from the next best European customer. Denmark and Sweden are almost tied for second place, with Holland close behind them. Norway sends a few more orders than France or

Italy, but represented in our files are countries from every section of the world.

At times we have to fill out from eight to eleven copies of forms for a foreign firm so that they can order our journals to sell to our own ECA mission stationed in their country.

The reprints and articles most in demand were Karl Duncker's *On Problem Solving*; Goldstein and Scheerer's *Abstract and Concrete Behavior*; Jean Evan's *Johnny Rocco* and *Miller* reprints; Sear's *Graduate Training Facilities* reprint; Helen Wolfe's *A Career in Psychology*; Shartle's *Occupations in Psychology*, and Quinn McNemar's *Opinion-Attitude Methodology*. We have had many orders for W. J. E. Crissy and Pashalian's *How Readable are Corporate Annual Reports*, which we could not fill because we had not obtained reprints. Some corporations buy the entire journal to obtain this five-page article.

BONNIE C. HENDERSON
American Psychological Association

The Academic Freedom Committee of the American Civil Liberties Union voted unanimously to send a letter of commendation to the American Psychological Association for having taken a forthright position deplored the imposition of loyalty oaths on the teaching profession.

The International Council of Women Psychologists elected the following officers: Lillian G. Portenier, president; Mary Ford, vice-president; Naomi Ekdahl, secretary-treasurer; Evelyn M. Carrington, editor, Newsletters; and Emily S. Dexter, Cecile White Flemming, Martha C. Hardy, Winona M. Perry, Anna Shotwell, Asa Gruda Skard, Emily Stogdill, and Dorothy Van Alstyne, Board members.

The District of Columbia Psychological Association elected the following officers for 1951: Dael Wolfe, president-elect; and Thelma Hunt, representative to the Conference of State Psychological Associations. Joseph M. Bobbitt became president; and Charles N. Cofer, as second representative to the Conference, Stanley Markey as treasurer, and Helen M. Wolfe as secretary remain in office through 1951.

The Minnesota Psychological Association elected John Foley of the Minnesota Psychiatric Institute and Daniel N. Wiener of the VA to its Executive Council. William M. Hales is the new ex-

ecutive secretary and Theta Wolf continues as treasurer. The other two continuing members of the Council are Kenneth Clark and Willis Dugan.

The Department of Psychology at Lehigh University has recently received a \$40,000 grant of securities for the creation of a new laboratory devoted to the study of human mental and physical fatigue by the method of recording nerve-muscle action potentials. A specially shielded building has been erected to contain the project. The work will be supervised by Adelbert Ford, William L. Jenkins, and Nathan B. Gross, each of whom will undertake a section of the studies.

Adlerian analysts. The Institute for Interpersonal Research is attempting to learn how many members of the American Psychological Association are practising the methods of Individual Psychology, according to the theories and techniques of Alfred Adler (for its research into methods for overcoming loneliness). Write to Mrs. Lee R. Steiner, 158 West 81st Street, New York City 24.

The Journal of Speech and Hearing Disorders has initiated a monograph series. Monograph Supplement I is a 95-page review of the topic *The Effects of Noise on Man*, by Karl D. Kryter. Copies may be ordered at \$1.00 from George A. Kopp, Business Manager, Journal of Speech and Hearing Disorders, Wayne University, Detroit, Michigan.

Voluntary protection of technical information. The Secretary of Commerce has provided a service to help the public guard voluntarily against the harmful release of technical information, even though it is not subject to formal security restrictions.

The Office of Technical Services of the United States Department of Commerce will receive requests for advice as to whether specific technical data should be disclosed, withheld, or given limited distribution. OTS will obtain expert opinions from the interested departments and agencies of the Government and inform the inquirer accordingly.

As an industrialist, businessman, scientist, public official, or private citizen, you are invited to use this service whenever you question whether technical information in your possession should be disclosed. It is then entirely up to you whether or not you act on the Government's advice. There is

absolutely no compulsion for you to do so, since the program is entirely a voluntary one.

Requests for advice concerning the release of technical information, together with pertinent manuscripts, plans, or documents, if they are available, should be addressed to: Office of Technical Services, U. S. Department of Commerce, Washington 25, D. C. Your enclosures will be returned with the Government's comment as promptly as compatible with the problems of fact and judgment involved.

The American Association for the Advancement of Science will meet on December 26-31 for the next three years as follows: 1951, Philadelphia; 1952, St. Louis; 1953, Boston.

The Merit System Council of the state of Arizona notes another job title which involves a psychologist. Please add to George R. Mursell's article in the December, 1950 issue of the *American Psychologist* the following:

Arizona—Supervisor of Mental Hygiene—\$475-575—PhD—2 years clinical—State Dept. of Health

Internship, either sex, MA or equivalent and proficiency in commonly used psychological tests required, beginning September 17; stipend, \$2,000. Supervisor, Saul Rosenzweig; provides opportunity for experience in clinical work with children, some training in research, and attendance at staff and teaching conferences at the Clinic and at the Medical Center of Washington University. Address applications to Dr. Saul Rosenzweig, 4562 Scott Avenue, St. Louis, Missouri.

Internships for applicants in good standing at an accredited university for the PhD in clinical psychology and who have completed at least two years of graduate study for that degree. Some appointments carry USPHS stipends at \$2,000-\$2,400 tax-free per annum, less approximately \$360 for maintenance. Other appointments provide single maintenance only. Application forms may be obtained from Dr. Leslie Phillips, Chief Psychologist, Worcester State Hospital, Worcester 1, Massachusetts.

Residency in clinical psychology, beginning September 15, 1951, PhD required with some training in clinical field. Stipend, \$2,200. Applications re-

ceived before June 1 will be given prior consideration. Apply to Dr. Margaret Ives, Chief Psychologist, St. Elizabeths Hospital, Washington 20, D. C.

Internships for the summer for two graduate students who have the MA and who plan to return to school in the fall. Stipend, \$125 per month for three months. Duties, to give group and individual tests. Apply to Prof. George S. Speer, Director, Institute for Psychological Services, Illinois Institute of Technology, 18 South Michigan Avenue, Chicago 3, Illinois.

Clinical resident, beginning about June 1951, PhD or PhD candidate who is capable of clinical evaluation of adult hospitalized patients, and of clinical research. Salary dependent upon qualifications. Address resumé and applications to Dr. James H. Wall, New York Hospital-Westchester Division, 121 Westchester Avenue, White Plains, New York.

Psychometrist, preferably single girl, MA with some experience in taking histories and in the use of projective techniques, for private mental hospital. Salary dependent upon qualifications and experience. Apply to Dr. H. C. Merillat, 2801 Woodland Avenue, Des Moines, Iowa.

Clinical psychologist at a Mental Hygiene Clinic, either sex, PhD with two years' experience required. Salary, \$4,200-5,100; also

Clinical psychologist at a State Village for Epileptics, male preferred, PhD with two years' experience required. Salary, \$4,200-5,100. For information concerning both positions write to Dr. Albert Ellis, Chief Psychologist, Department of Institutions and Agencies, Diagnostic Center, Menlo Park, New Jersey.

Clinical psychologist, PhD, either sex, with some experience in field of juvenile court work, for child guidance center, staffed also with psychiatrist and social worker. Primary responsibility will be diagnostic work with juvenile delinquents, also some therapy. Possibility of association with university psychology department staff for qualified person. Salary, \$4,000-5,000. Write to Dr. John F. Steinman, 228 South 10th Street, Lincoln, Nebraska.

Clinical psychologist, PhD seeking advanced, intensive training and experience in clinical test-

ing. Appointment for one year beginning September, 1951. Salary, \$3,000 minimum. Apply to Dr. Roy Schafer, Austen Riggs Foundation, Stockbridge, Massachusetts.

Clinical psychologist, PhD or equivalent, for a guidance clinic treating adults and children (emphasis on children; clinic team approach). Clinic is located in city with two colleges. Salary, from \$4,200-4,680, depending upon training and experience. Apply to Dr. Joseph Carpentieri, Clinical Director, Fort Worth-Tarrant County Guidance Clinic, 308 E. Fourth Street, Fort Worth, Texas.

Senior clinical psychologist, beginning July 1951, PhD with one year of experience, or MA with two years' experience. Beginning salary \$415 per month. Hospital located 15 miles from Stanford University and 45 from San Francisco. State civil service. Apply to Dr. Arthur Burton, Chief Psychologist, Agnews Hospital, Agnew, California.

Clinical psychologists. In an effort to assist the states in filling positions, the Public Health service has compiled the following list of vacancies:

Alabama: Three full-time staff clinical psychologists. Write to Dr. D. G. Gill, State Health Officer, State Department of Health, Montgomery, Alabama.

Georgia: Staff or senior clinical psychologist. Write to Dr. T. F. Sellers, Director, Department of Public Health, State Office Building, Atlanta, Georgia.

Minnesota: New positions in mental health programs involve supervisors of psychology departments in nine state hospitals. Salary range \$5,784-6,624. For details and application form write to Minnesota Civil Service Department, 122 State Office Building, St. Paul 1, Minnesota.

New Mexico: Chief clinical psychologist to assume administrative and professional responsibility for the clinical psychological program in the state mental health program. Salary \$4,200-5,400; and senior psychological assistant to perform clinical psychological services in the state mental health program. Salary \$3,600-4,800. For information about these two positions write to Miss Rebecca Graham, Merit System Supervisor, Box 939, Santa Fe, New Mexico.

Junior social research analyst. A few positions are open calling for people with training in

observation, interviewing, processing, and analysis of data, time and motion studies. Annual salary, \$3,200 to \$4,200 depending on experience. Must be willing to spend one year abroad. AB or equivalent desired, either sex. Speaking knowledge of German desirable; also

Social research analyst. A few positions are open calling for highly experienced personnel in one or in all of the following fields: industrial psychology, vocational testing, test measurements, clinical-social psychology, and public opinion. Salary open. PhD or equivalent in experience required, either sex. Speaking knowledge of German desirable. Address applications to Mr. Lee Wiggins, Bureau of Applied Social Research, Columbia University, 427 West 117th Street, New York 27, New York.

How many faculty members will colleges drop by next fall? This topic is of major interest to that fifty per cent of the APA's members located at colleges. According to an article by Benjamin Fine in the *New York Times* for February 12, 1951, the colleges plan on the average to reduce their staffs by 15 per cent. He wrote to 100 representative colleges and universities, and found that almost every institution plans to reduce its faculty, if only by not replacing those who resign or retire. Many of the replies to the *New York Times* indicated that the colleges are waiting for Washington to develop a deferment policy, so that they can have a clearer indication of what lies ahead. In the meantime, the younger members of the staff, without tenure, expect to be the first to be dismissed, and their morale is at a low ebb.

Only a very few colleges and universities are seeking teachers of psychology through the Placement System of the APA at the present time. There are more positions for psychologists for research projects. Some of these are located at universities, but more at military installations. Many research positions for psychologists have been listed in Notes and News. The October, 1950 issue contained a number, some of which are still current. Others are not listed as open. Without identifying features, examples of these high-level positions are as follows:

Clinical-physiological-experimental, 3 psychologists, grades GS-11, GS-12, GS-13.

Statisticians, 2 at GS-11, 2 at GS-12; security clearance necessary.

Social psychologist, GS-14; security clearance at "Secret" level necessary, for central administrative office.

Social psychologists, number and rank not specified, for work at a military installation.

Social psychologists, one at GS-9, one at GS-11, for peacetime project requiring only routine security clearance. Must be able to meet public.

Research psychologists in physiological, assistant to full professor; security clearance necessary. Probably want three. Prefer age 35 or over, must have ability.

Thus far, only one psychologist has written to the Placement System that he has been warned of possible dismissal by next fall.

Committee on Military Affairs (reprinted from the NEWSLETTER of the Division of Clinical and Abnormal Psychology). The following information concerning utilization of clinical psychologists in the U. S. Navy has been provided by the Professional Division, Bureau of Medicine and Surgery, Department of the Navy:

"Clinical psychologists in the Navy come under the cognizance of the Bureau of Medicine and Surgery. The program is staffed by both officer and civil service personnel. For the most part, the civil service aspect of the program has been created to provide continuing and permanent services irrespective of the status of emergency and mobilization conditions. After World War II there was an interim period in which no psychological services were available due to the return of Naval Reserve psychologists to inactive duty. We wish to cushion the program against a repetition of this situation by maintaining a minimal and basic psychological service with our civilian professional group. Standard position descriptions have been created and have been allocated from GS-11 to GS-14.

"In a commissioned status, psychologists, in ranks from ensign up, of the Medical Allied Science Section of the Medical Service Corps, are detailed to duties wherever neuropsychiatric services are required: namely, psychiatric screening of Naval and Marine recruit personnel, Naval hospitals, retraining commands and disciplinary barracks, special training commands, combat teams, and evacuation hospitals. A limited number of commissioned psychologists with backgrounds in

social and experimental psychology are also assigned to social psychiatric research in areas of morale, leadership, and the development of combat criteria. In all instances clinical psychology is related to neuropsychiatry as an ancillary specialty.

"Commissioning. At the present time further direct commissioning from civilian life for the Naval Reserve is closed. Direct commission for a limited number of psychologists for the Regular Navy is still open but limited to candidates between 21 and 30 years of age. Qualified candidates with a master's degree or equivalent can be commissioned as ensigns while those with a PhD in psychology can be commissioned as lieutenant, junior grade. Stringent physical and professional examinations are required.

"Reserve Officers. Needs for clinical psychologists are presently being met by reserve officers who have volunteered for active duty. It is not planned, for the immediate future, to recall reserve officers involuntarily. A priority recall system has been established when volunteers and civil service personnel no longer answer medical requirements. In general, priority will take the younger and lower rank officers first.

"Civil Service. At the present time there are civil service position vacancies at professional grades, GS-11 to GS-14, and due to normal attrition there is a continuing need to maintain a roster of qualified applicants. Openings now exist largely in continental Navy hospitals. Application should be filed on a Standard Civil Service Form 57 in triplicate and mailed to the Bureau of Medicine and Surgery, Navy Department, Washington 25, D. C., Attention: Codes 213 and 313. Reserve officers are not discriminated against, and every effort will be made at the time of recall to active duty to assign the reserve officer holding a civil service position to a military billet in the same Naval command."

Requests have been made to the Offices of the Surgeons General of the U. S. Army and of the U. S. Air Force for similar information with respect to those services. It is hoped that replies will be received in time to include them in the next NEWSLETTER.

HARRY V. MCNEILL

LAURANCE F. SHAFFER, *Chairman*

Committee on Military Affairs, Division 12

Manpower. On January 18 Senator Johnson of Texas introduced into the Senate amendments to the Selective Service Act of 1948. The proposed legislation lowers the age of induction from 19 to 18.

The period of active service for trainees is set at 27 consecutive months, with reserve status continuing for a total of 8 years. The President is, however, authorized until

June 30, 1954, (A) to provide for temporary removal from active training and service upon completion of their initial periods of basic training in the Armed Forces of not to exceed seventy-five thousand persons annually, in order to permit such persons to engage in study or research in medicine, the sciences, engineering, the humanities, and other fields determined by him to be in the national interest and while so engaged such persons shall not be deemed to be in military service (active or inactive) for any purpose; (B) to suspend for such persons the obligation to complete the period of military service required until the completion of such study or research.

Additional numbers may be similarly deferred for officer training, and deferment until the end of the academic year will be automatically granted to college students who reach their eighteenth birthday during the school year.

The bill clearly foreshadows the ultimate legislation under which educational institutions and students may expect to plan and to operate.

General Lewis Hershey has announced a new basic policy for enlistment in the armed services by college students. The policy is intended to prevent the waste to the nation and the damage to the educational system that is involved in having young men leave school in midterm. Under old rules no armed service would accept a voluntary enlistment after a man had received notice to report for his pre-induction physical examination. The new policy (announced February 13, 1951) provides that students enrolled in colleges or universities and thus automatically entitled to postponement of induction for the school year in which they receive their induction notice, shall be allowed, to the extent of available openings in each service, to enlist in the service of their choice in the month after they leave college. This policy is designed to give the students time to visit recruiting offices after the completion of the college year. If in the month the draft board has not received notice of enlistment, the student will be ordered to report for induction.

Adapted from *Science*, February 2, 1951

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**PSYCHOLOGICAL THEORY:
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Illinois

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Dr. Fillmore H. Sanford
1515 Massachusetts Avenue N.W.
Washington 5, D. C.

**ROCKY MOUNTAIN BRANCH OF THE
AMERICAN PSYCHOLOGICAL ASSOCIATION**

For information write to:

Lawrence S. Rogers
1046 Madison St.
Denver 6, Colorado

EASTERN PSYCHOLOGICAL ASSOCIATION

March 30-31, 1951; St. George Hotel, Brooklyn, New York. Meetings will be held on the campus of Brooklyn College

For information write to:

Dr. Charles N. Cofer
Department of Psychology
University of Maryland
College Park, Maryland

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

April 27-28, 1951; Drake Hotel, Chicago, Illinois

For information write to:

Dr. David A. Grant
Department of Psychology
University of Wisconsin
Madison, Wisconsin

**SOUTHERN SOCIETY FOR PHILOSOPHY
AND PSYCHOLOGY**

March 23-24, 1951; Hotel Roanoke, Roanoke, Virginia

For information write to:

Dr. D. Maurice Allan
Hampden-Sydney College
Hampden-Sydney, Virginia

WESTERN PSYCHOLOGICAL ASSOCIATION

April 27-28, 1951; San Jose State College, San Jose, California

For information write to:

Dr. Brant Clark
Department of Psychology

San Jose State College
San Jose 14, California

CANADIAN PSYCHOLOGICAL ASSOCIATION

May 28-30; Hotel London, London, Ontario

For information write to:

Dr. Roy B. Liddy
Department of Psychology
University of Western Ontario
London, Ontario

**FOURTH INTERNATIONAL CONGRESS
ON MENTAL HEALTH**

December 11-19, 1951; Mexico City, D. F.

For information write to:

Mrs. Grace E. O'Neill
Division of World Affairs
National Association of Mental Health
1790 Broadway
New York 19, New York

**THIRTEENTH INTERNATIONAL CONGRESS
OF PSYCHOLOGY**

July 16-21, 1951; Stockholm, Sweden

For information write to:

The Secretariat
Psychological Institute
Observatoriegatan 8
Stockholm, Sweden

**ASSOCIATION INTERNATIONALE
DE PSYCHOTECHNIQUE**

July 24-28, 1951; Gothenburg, Sweden

For information write to:

Dr. Franziska Baumgarten-Tramer
Thunstrasse 35
Berne, Switzerland

**BRITISH ASSOCIATION FOR THE
ADVANCEMENT OF SCIENCE**

August 6-12, 1951; Edinburgh, Scotland

For information write to:

Professor P. E. Vernon
Institute of Education
Malet Street
London WC 1, England

Important Advance Announcement

— Spring —

The Psychology of Adolescence

JOHN E. HORROCKS
The Ohio State University

The PSYCHOLOGY OF ADOLESCENCE is written from a completely modern point of view: namely, one of cultural anthropology and social psychology, rather than that of developmental psychology narrowly conceived. The text is based on a thorough analysis of the literature and research on the adolescent period and contains over 1500 references. It is the aim of this book not only to study the adolescent at every stage of his development but to point out specific ways in which the adults with whom he comes in contact can facilitate the transition to adulthood. The 53 tables and 69 illustrations, mostly graphs, yield a wealth of interesting information.

— Spring —

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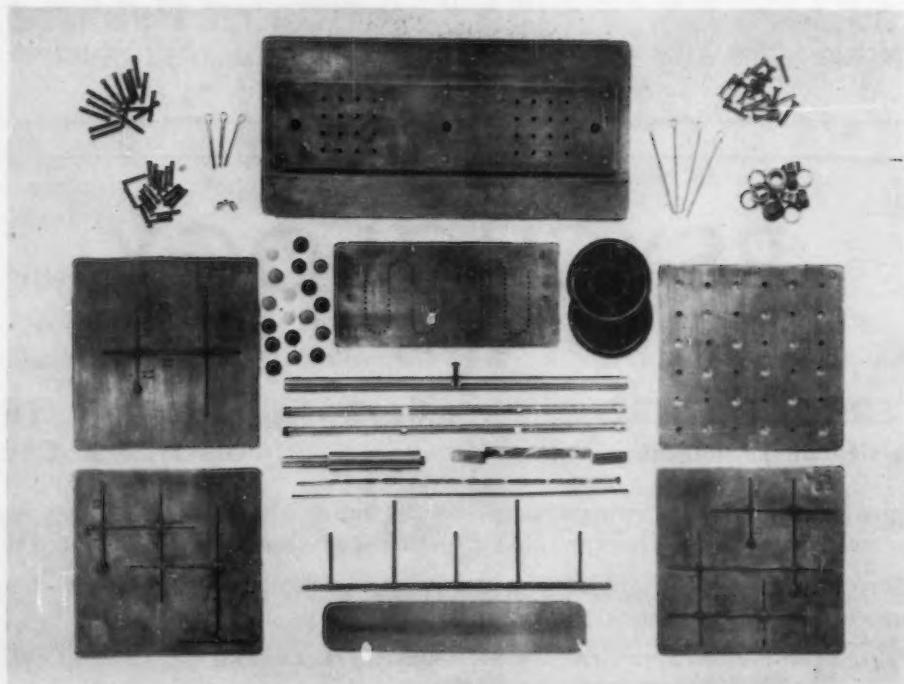
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